

## Learning Assessment of Core Outcomes

**Suggested Focus 2010-2011:** Critical Thinking and Problem

Solving **SAC Name:** Fitness Technology

Repeats info from 2009-10 and then adds new material halfway through.

**Contact Name, phone, and email:** Tanya Littrell, FT SAC Co-Chair, x4043, [tanya.littrell@pcc.edu](mailto:tanya.littrell@pcc.edu)

### PLAN OF ACTION - What we want to know:

- 1) **Critical Thinking** – Are Fitness Technology (FT) students able to assess what they don't know about fitness and exercise science and programming? Can FT students gather information from appropriate sources to fill in gaps in their knowledge? Are FT students able to synthesize, analyze, and critically evaluate the gathered information? Are FT students able to apply data and information learned in coursework, workshops, and from other sources to a diverse group of potential fitness clients?
- 2) **Problem Solving** – Are FT students able to analyze problems and issues that may come up in coursework, work with other program students, and internship settings and formulate appropriate solutions on their own? Can FT students identify sources of support when problems arise and utilize those support mechanisms appropriately? Do FT students utilize problem solving techniques and carry out solutions in a timely manner?

### PLAN OF ACTION – How we can show FT students are meeting this outcome:

- **DIRECT Evidence**
  - Rating of student critical thinking and problem solving by field experience supervisors (FT 280 – Internship course)
  - Tracking of students who pass certification exams that require critical thinking and problem solving (ACSM, ACE, NASM, NSCA)
  - Direct evaluation of critical thinking and problem solving in capstone experiences, presentations, projects, and individual classes (FT 105, FT 201, others?)
  - Evaluating individual student work in all FT classes that have a critical thinking and problem solving component (develop rubric to be used in all FT classes)
  - Portfolios of student work (FT 105, FT 280)
  - Observations of student behavior (lesson plan/skill evaluation in Pro-Act classes, FT 101)
  - Discussions or message boards in classes that are evaluated by instructor for critical thinking and problem solving
- **INDIRECT Evidence**
  - Course grades in courses with a large critical thinking and problem solving component
  - Assignment grades in courses with a large critical thinking and problem solving component
  - Placement rates of graduates into job positions and/or continuing 4yr education where critical thinking and problem solving are necessary
  - Current FT student ratings of how the FT program overall improves their critical thinking and problem solving abilities
  - Current FT student ratings of how individual FT classes improve their critical thinking and problem solving
  - Exit interview or survey of FT graduates and alumni of how the FT program overall improved their critical thinking and problem solving abilities and job successes in this area

### IMPLEMENTATION – How we have recently analyzed the direct and indirect evidence:

- The Fitness Technology Program recently completed a year-long program review process. Through this process we analyzed many of the above pieces of direct and indirect evidence of critical thinking and problem solving by our students.

- We developed and sent out surveys to current FT students and FT graduates which included some questions addressing critical thinking and problem solving in the program.
- We gathered and compiled data on graduation rates, transfer student rates, and employment rates from previous FT students.
- The FT SAC completed the mapping matrix for all FT courses and indicated which address critical thinking and problem solving.
- The FT SAC recently updated FT course CCOG's and started the process of looking at PCC Core Outcomes in each.

**IMPLEMENTATION – Results of the currently analyzed evidence:**

- **FT Course Mapping Matrix for PCC Core Outcomes:** The following is a rating of how well each course addresses the college core outcomes. The numbers in the table indicate student proficiency level for each outcome after taking each course as rated by faculty impression at the time of this Program Review. Outcome 5 (professional competence) is not rated here because every course in the CTE program addresses professional competence. The table below shows that FT curriculum helps students to achieve communication, problem solving and professional competence very well by enhancing their skills in these areas to at least level 3 by the time they graduate.

**C01 - Communication**

**C02 - Community and Environmental Responsibility**

**C03 - Critical Thinking and Problem Solving**

**C04 - Cultural Awareness**

**C05 - Professional Competence**

**C06 - Self-Reflection**

COURSE	CO1	CO2	CO3	CO4	CO5	CO6
FT 101 - Seminar	3	2	4	3		4
FT 102 - Injury Prevention	4	3	3	4		3
FT 103 - Nutrition Fitness Inst.	3	3	3	2		4
FT 104 - Assessment & Prog I	4	1	4	2		4
FT 105 - Assessment & Prog II	4	2	4	3		4
FT 106 - Analysis of Movement	3	1	4	1		3
FT 107 - Exercise Science I	3	1	4	2		3
FT 131 - Structure & Function	4	2	4	2		4
FT 201 - Assessment & Prog III	3	2	3	2		3
FT 202 - Fitness & Aging	4	3	4	3		4
FT203 - Fitness Promotion	4	2	3	3		3
FT 204 - Exercise Science II	4	3	4	3		4
FT 280 - Internship	4	3	4	3		4

1 = Limited demonstration or application of knowledge and skills

2 = Basic demonstration and application of knowledge and skills

3 = Demonstrated comprehension and is able to apply essential knowledge and skills

4 = Demonstrates thorough, effective and/or sophisticated application of knowledge and skills

- **Current FT Student Spring 2009 Survey:** During Spring Term 2009, a successful survey (85% response rate) of over 60 current FT students was conducted with the assistance of PCC's Institutional Effectiveness office. The purpose of the survey was to assess whether or not coursework in the FT program enables students to meet both core PCC and FT program outcomes. Students reported their

level of agreement that the FT program is assisting them to meet the **PCC Core Outcomes**. Eighty-eight percent agreed that the FT program helped them improve their **critical thinking skills**. All students were asked the level to which they felt they actually met the **FT Program One-Year Certificate Outcomes** (answered by all students surveyed – Cert and AAS students). Here are the results which all demonstrate critical thinking and problem solving attributes:

- Meet qualifications for employment as an entry-level instructor in the fitness and wellness industry. **(100%)**
- Develop, demonstrate & implement appropriate fitness assessments and programs for healthy populations. **(100%)**
- Apply the knowledge and skill base gained in the FT One-Year Certificate, when critically evaluating and interpreting fitness and wellness information. **(98%)**
- Use valid fitness and wellness information to effectively educate clients. **(96%)**
- Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability. **(96%)**
- Demonstrate sufficient knowledge and skills to qualify for nationally recognized fitness certifications. **(96%)**

In addition, AAS Degree students were asked whether they felt they met the **FT AAS Degree Outcomes** (answered by AAS Degree students only):

- Meet qualifications for employment as an entry level professional in the fitness and wellness industry. Gain additional program-related work experience for higher-level positions in the fitness and wellness industry. **(100%)**
- Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations). **(88%)**
- Meet transfer requirements for entry into four-year college programs in Pre-Physical Education, Exercise and Sport Science, Pre-Physical Therapy, Pre-Athletic Training, Pre-Occupational Therapy, Health Promotion, Fitness Promotion, and other related educational, technical, and professional fields. **(100%)**

- **FT Graduates Winter 2010 Survey:** A survey sent to Fitness Technology graduates in January 2010 yielded the following interesting information about successful Fitness Technology students (N=20).
  - 10 responding graduates earned an FT Certificate and an FT AAS Degree
  - 6 graduates earned an FT Certificate only
  - 4 students transferred to a 4 year college before getting an FT Certificate or Degree
  - 70% are employed in a fitness-related position
  - 50% have worked as a group fitness instructor making \$15-50 per hour
  - 80% felt that their PCC Fitness Technology Certificate and/or Degree enabled them to meet the qualifications for employment in the fitness industry
  - The 4 students who transferred felt that the Fitness Technology program and PCC in general helped them meet transfer requirements for entry into 4-year programs
  - 60% felt that the FT Certificate or Degree enabled them to become fitness certified

<b>FUTURE RECOMMENDATIONS – for assessing FT student Critical Thinking and Problem Solving:</b>
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- Continue to update course-level outcomes to include critical thinking and problem solving (INDIRECT)
- Revise course-level evaluations to include questions on critical thinking and problem solving (INDIRECT)
- Formalize the exit interview process to include critical thinking and problem solving questions (INDIRECT)

- Include critical thinking and problem solving questions on employer/FT business partner surveys and evaluations of student internships (DIRECT)
- Include critical thinking and problem solving questions on self-reflective assignments for students (INDIRECT)
- Evaluate student critical thinking and problem solving when grading message board/discussion posts (DIRECT)
- Improve the program-wide gathering of information about student certifications, employment, and transfer schools (DIRECT & INDIRECT)
- Develop a critical thinking and problem solving rubric for FT classes and evaluate select student work using the developed rubric (DIRECT)
- Include critical thinking and problem solving rubric items when developing grading rubrics for course-level projects and portfolios (DIRECT)

Annual Report for Assessment of Outcomes

Fitness Technology SAC – Fit Tech AAS Degree

June 20, 2011

Tanya R. Littrell – Fit Tech SAC Chair – [tanya.littrell@pcc.edu](mailto:tanya.littrell@pcc.edu)

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

See attached file, "Fit Tech Critical Think-Problem Solv". Here is where we are with the action plan for critical thinking and problem solving:

**FUTURE RECOMMENDATIONS – for assessing FT student Critical Thinking and Problem Solving:**

- Continue to update course-level outcomes to include critical thinking and problem solving (INDIRECT) – **ONGOING, NOT YET IN ALL CLASSES**
- Revise course-level evaluations to include questions on critical thinking and problem solving (INDIRECT) – **NOT YET**
- Formalize the exit interview process to include critical thinking and problem solving questions (INDIRECT) – **NOT YET**
- Include critical thinking and problem solving questions on employer/FT business partner surveys and evaluations of student internships (DIRECT) – **DONE VIA AAS OUTCOME EVALUATION**
- Include critical thinking and problem solving questions on self-reflective assignments for students (INDIRECT) – **ONGOING, NOT YET IN ALL CLASSES**
- Evaluate student critical thinking and problem solving when grading message board/discussion posts (DIRECT) – **ONGOING, NOT YET IN ALL CLASSES**
- Improve the program-wide gathering of information about student certifications, employment, and transfer schools (DIRECT & INDIRECT) – **DONE VIA AAS OUTCOME EVALUATION**
- Develop a critical thinking and problem solving rubric for FT classes and evaluate select student work using the developed rubric (DIRECT) – **WILL DO NEXT YEAR**
- Include critical thinking and problem solving rubric items when developing grading rubrics for course-level projects and portfolios (DIRECT) – **ONGOING, NOT YET IN ALL CLASSES**

2. Identify the outcomes assessed this year, and describe the methods used.

What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

See attached file, "CTEAssessment-Fitness Technology". The following summary will be organized by AAS Degree Outcomes addressed in the first year of this assessment process (4 outcomes total).

**FT AAS Degree Outcome #2** - Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations).

a. Methods: The outcome was divided into "Develop, demonstrate" and "Implement" components for student assessment.

"Develop, demonstrate" – a rubric (attached "Portfolio Rubric 3") was developed for assessing portfolios that students put together for "clients". A random sample of portfolios were selected from three classes (FT 105, FT 201, FT 202) and faculty who do not teach those classes applied the rubric to student work.

"Implement" - this was assessed via two methods. Student internship employers evaluated the student competency levels on this directly via an evaluation (attached "Eval Employer Final Int 2"). A checklist (attached "FT

Assessment Core Outcomes #2 Checklist”) for instructor observation was developed and applied to a random sampling of students while watching students implement programs in FT 105.

b. **Results: What did we learn? See the attached rubric, checklist, and eval for the scale explanations.**

“Develop, demonstrate” –	FT 105 (1 <sup>st</sup> year class; n=8):	average score = 3.28 (82%)
	FT 201 & 202 (2 <sup>nd</sup> year classes, n=4):	average score = 3.01 (75%)
“Implement” -	FT 105 (1 <sup>st</sup> year class; n= 7):	average score = 3.57 (89%)
	FT 280 (2 <sup>nd</sup> year class; n=7):	average score = 4.70 (94%)

\*These results indicate that Fitness Technology students as a whole are “proficient” at developing, demonstrating, and implementing fitness assessments and programs for healthy and special populations. Additionally, there were some students who rated as “exemplary” in this outcome. In particular, students get better at implementation during the spring term of their second year. This is great timing since the internships often lead right into employment opportunities. It is interesting that the 1<sup>st</sup> year class had higher scores in developing/demonstrating. This could be due to a number of factors including, but not limited to, special populations used in the 2<sup>nd</sup> year programs, a higher expectation of 2<sup>nd</sup> year students, and evaluator differences.

**FT AAS Degree Outcome #4** - Use valid fitness and wellness information to effectively educate clients and the community.

a. **Methods: Students educate “mock” clients in a variety of ways throughout their AAS degree. Most will share their acquired fitness and wellness knowledge at the end of their first year or in their second year. Students do this through developing an educational bulletin board in FT 203, teaching other students in cooperative learning experiences, and at their off-site internships.**

**FT 203 – Bulletin Board project** –five faculty members assessed five randomly selected bulletin boards that were created by students in the FT 203 class. A rubric was applied (see attached “BB Rubrics Form”) by each faculty member.

**Co-op Education** – students perform class teaching assistant duties that include educating students within a selected PE or Fit Tech class. Supervisors of those students rated students according to a basic rubric scale (see attached “Co-op Students #4 RESULTS”).

**FT 280 – Internships** – internship employers directly evaluated whether students were meeting this program outcome during their internship experiences (see attached “Eval Employer Final Int 2”).

b. **Results: What did we learn?**

**FT 203 – Bulletin Board project - See the attached rubric for the scale explanation.**

Assessed on a 3-point scale (n=5): average score = 2.32 (77%)

**Co-ops –See the attached rubric for the scale explanation.**

Assessed on a 4-point scale (n=25): average score = 3.24 (81%)

**FT 280 –See the attached rubric/eval for the scale explanation.**

Assessed on a 5-point scale (n=8): average score = 4.75 (95%)

\*These results indicate that Fitness Technology students are educating clients with valid fitness and wellness information. The FT 203 class is at the start of the 2<sup>nd</sup> year in the program, the co-op is done during any term, and the FT 280 Internship is done in the Spring term. It is nice to see that the students are getting better at meeting this outcome as they progress through their 2<sup>nd</sup> year in the program.

**FT AAS Degree Outcome #5** - Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.

a. Methods: Students will attend various workshops and attain certifications during their time within the Fitness Technology program. We attempted to track the numbers of students who attended workshops and/or gained certifications in the last year. We did this through tallies of certifications obtained in FT classes, a Survey Monkey survey to students directly, and the FT 280 Internship supervisor evaluation (see attached "Eval Employer Final Int 2").

b. Results: What did we learn?

**American Red Cross Certifications (within FT 101 and 102 classes)**

**Blood Borne Pathogens (n=28)**

**CPR/AED for the Professional Rescuer (n=28)**

**First Aid (n=28)**

**Sports Safety Training (n=28)**

**Fundamentals of Instructor Training (n=31)**

**Survey Monkey Results:**

Of those responding (**47% of AAS graduates, n=7**), **three** attended certification workshops last year and **one** holds a fitness certification already. In addition, the respondents indicated they planned collectively to attend **6** different workshops and attain **11** different fitness certifications in the near future.

**FT 280 –See the attached rubric/eval for the scale explanation.**

**Assessed on a 5-point scale (n=8):**

**average score = 4.63 (93%)**

\*These results indicate that Fitness Technology students are definitely taking advantage of learning opportunities. Results are strong for certifications that are provided as part of course curriculum. Results are also strong that students are utilizing their internship experiences for additional learning opportunities.

**FT AAS Degree Outcome #6** - Meet requirements for entry into a four-year college program that emphasizes fitness and exercise and/or other related educational, technical, and professional fields.

a. Methods: Students are able to transfer to PSU as a junior, via our articulation agreement, after obtaining the Fit Tech AAS degree. Students also choose to transfer to other institutions after taking Fit Tech classes. We assessed this outcome by trying to gather data on students who actually transferred to other institutions, PSU in particular. This information was gathered via student files and asking advisors.

b. Results: What did we learn?

**2009-2010 students:** 3 transfers to PSU, 5 transfers to other institutions  
1 of 8 students completed the Fit Tech AAS degree

**2010-2011 students:** 1 transfer to PSU, 1 transfer to another institution  
1 of 2 students completed the Fit Tech AAS degree

\*These results indicate that Fitness Technology students are meeting the entry requirements to four-year colleges. However, we need to improve our tracking method for this outcome. There may be additional student transfers from the 2011 graduating class, but we don't have all of the data collected yet.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

**FT AAS Degree Outcome #2** - The portfolio rubric was difficult to apply if you did not know the instructor expectations. We would like to simplify and apply to additional samples of student work in 2011-2012. We need to assess the "Implement" part of the outcome for 2<sup>nd</sup> year classes and intend to do so in FT 201 and FT 202 Winter

2012. The Fit Tech SAC feels that the students are getting the knowledge and tools that they need to be successful with this outcome (3.0 rating or above) within the Fit Tech curriculum. We will work to enhance our assessment method and make any changes to curriculum that may be necessary as a result.

**FT AAS Degree Outcome #4** - We would like to improve the bulletin board project and rubric. The FT SAC will look at the curriculum that assists students in presenting information via bulletin boards. If improvement is necessary we will outline and implement those improvements within the FT 203 class and others as necessary. We may look at updating the bulletin board rubric to a 4 point scale for consistency.

**FT AAS Degree Outcome #5** - The FT SAC is looking into ways to increase the “certification within courses” benefit to students in other classes. We need to modify the methods that we use to track student fitness workshops and certifications outside of PCC courses. The Survey Monkey survey needs to be modified and return rate increased. We will look into this for next year. In addition, we will look into other ways to track this data in the future (i.e. student exit interviews, Linked In network for Fit Tech).

**FT AAS Degree Outcome #6** - We do not track students very well after they transfer. We would like to know their degree obtained, program emphasis, and year. This will tell us whether they stay in the fitness and exercise field or not. We will devise a system to track this better before our next program review. We are currently working on improving how well students meet this outcome. We are looking into additional articulation agreements with private and public 4-year colleges. We have improved our advising of students who indicate they want to transfer (recommending higher math, etc.) and will continually seek to improve ourselves here. These changes should improve the number of AAS graduates seeking further education at a 4-year college.

# Practical Observation Checklist

	Observation	the student trainer chose the appropriate exercise/assessment for client & goal	the student trainer was organized and prepared to conduct the training/assessment session	the trainer explained which muscles/fitness component the exercise/assessment was for	the student trainer fully explained how to do the exercise/fitness assessment	the student trainer conducted the exercise/session/assessment in accordance with ACSM guidelines	the student trainer properly demonstrated the exercise/assessment	the student trainer ensured the safety of the client	the student trainer was able to problem solve & modify the exercise/assessment as directed	the student trainer was fully engaged with the client (active listening, soliciting feedback, correctly answering questions, etc.)	the student trainer was both polite & professional
Name											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
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17											
18											
19											
20											

**Basic Rubric** – assign each co-op student a level number for this outcome

## Practical Observation Checklist

Level 1 – Limited demonstration or application of knowledge/skills (little or not at all) – **0-2 points/checks**

Level 2 – Basic demonstration or application of knowledge/skills (inconsistently shows) – **3-6 points/checks**

Level 3 – Demonstrates comprehension and applies knowledge/skill (consistent but not at a high level) – **7-9 points/checks**

Level 4 – Demonstrates thorough, effective, sophisticated application of knowledge/skills (consistent and high level) – **9-10 points/checks**

# Practical Observation Checklist

**CTE Assessment Plan**

AAS or Certificate: **AAS in Fitness Technology**

1. Outcome	2. Core Outcome?	3. Assessment Setting/Method	4. Year?
1) Meet qualifications for employment as an entry or higher-level professional in the fitness and wellness industry.	Professional Competence	FT 280 Internship – Employer Evaluations – will add a question or modify evaluation to address this outcome	YEAR 2 - 2011-2012
2) Develop, demonstrate, and implement appropriate fitness assessments and programs for healthy populations and individuals with special exercise program requirements (i.e. seniors, youth, and at-risk populations).	Professional Competence, Communication, Critical Thinking & Problem Solving, Cultural Awareness	“Develop, demonstrate” = Portfolios of student assessments and programs (FT 105, FT 201, and FT 202) will be evaluated with a common rubric developed to look at this outcome “implement” = FT 280 Employer Evaluations, instructor observation in FT 105, FT 201, FT 202	YEAR 1 - 2010-2011
3) Apply the knowledge and skills gained in a Fitness Technology AAS Degree when critically evaluating and interpreting fitness and wellness information.	Critical Thinking & Problem Solving, Self-Reflection	Develop critical thinking rubric and apply to critical thinking/research work in the following classes: 1 <sup>st</sup> year – FT 101, FT 103; 2 <sup>nd</sup> year – FT 204, FT 201	YEAR 2 - 2011-2012
4) Use valid fitness and wellness information to effectively educate clients and the community.	Communication, Cultural Awareness, Community & Environmental Responsibility	FT 203 Bulletin Board project evaluated via a newly developed rubric FT 280 Internship projects – employer/instructor evaluation CG 280 Co-op Education projects – employer evaluation	YEAR 1 - 2010-2011
5) Identify, evaluate, and take advantage of learning opportunities in the fitness and wellness industry that contribute to personal and professional growth and adaptability.	Critical Thinking & Problem Solving, Self-Reflection	FT 203 – Resume/portfolio evaluation of certifications & workshops, FT 102 – CPR, First Aid, FT 101 FIT Track the number of current students attending workshops offered at PCC & elsewhere	YEARS 1 & 2 - 2010-2012
6) Meet requirements for entry into a four-year college program that emphasizes fitness and exercise and/or other related educational, technical, and professional fields.	Professional Competence, Communication	Review Articulation Agreement with PSU and track the number of students choosing this option	YEAR 1 - 2010-2011
7) Qualify for nationally recognized fitness certifications, including but not limited to: <ul style="list-style-type: none"> <li>• American Red Cross: CPR/AED – Professional Rescuer, First Aid, Sports Safety Training, Bloodborne Pathogens, Fundamentals of Instructor Training</li> <li>• American College of Sports Medicine (ACSM): Certified Personal Trainer</li> <li>• National Strength &amp; Conditioning Association (NSAC): Certified Personal Trainer</li> <li>• American Council on Exercise (ACE): Group Fitness Instructor (if completed PE 282)</li> <li>• Aquatic Exercise Association (AEA): Aquatic Exercise Instructor (if completed PE 287)</li> </ul>	Professional Competence, Critical Thinking & Problem Solving	FT 203 – Resume evaluation of certifications obtained	YEAR 2 - 2011-2012

**5. For Programs that are beneficiaries of Perkins funding: Identify assessments that will comprise the TSA. Not applicable for Fitness Technology**

**BULLETIN BOARD RUBRIC**

**FT AAS DEGREE**

*“Use valid fitness and wellness information to effectively educate clients and the community”*

	<b>Exemplary – 3 (Exceeds)</b>	<b>Satisfactory – 2 (Meets)</b>	<b>Unsatisfactory – 1 (Needs Improvement)</b>	<b>Rating</b>
<b>TEXT</b>	Title is readable from six feet away, all fonts are legible, and has short, easy to read statements.	One of the previous elements is not present.	More than one of the previous elements is not present.	
<b>RELEVANCY OF GRAPHICS</b>	All graphics are related to the subject, make it easier to understand, and enhance the bulletin board.	One or two of the graphics are not related to the subject, do not make it easier to understand, or do not enhance the bulletin board.	More than 2 of the graphics do not relate to the subject, do not make it easier to understand, and/or do not enhance the bulletin board.	
<b>VALIDITY OF INFORMATION</b>	All of the information on the bulletin board is valid and accurate to the subject.	Two or fewer of the statements are not valid nor accurate to the subject.	More than two of the statements are not valid and accurate to the subject.	
<b>DIMENSION</b>	Dimension adds attractiveness and the border ties the idea of the bulletin board together.	Dimension does not add attractiveness or the border does not tie the idea of the bulletin board together.	Dimension does not add attractiveness and the border does not tie the idea of the bulletin board together.	
<b>ATTRACTIVENESS</b>	The poster is exceptionally attractive in terms of design, layout, and neatness and is eye-catching.	The poster is acceptably attractive though it may be a bit messy or is not eye-catching.	The poster is distractingly messy or very poorly designed. It is not attractive or eye-catching.	
<b>GRAMMAR</b>	There are no grammatical mistakes or spelling errors.	There are 2 grammatical mistakes or spelling errors.	There are more than 2 grammatical mistakes and/or spelling errors.	
<b>TOTAL</b>				

Tracking whether our AAS Degree **Co-ops students** are meeting

Outcome #4:  
 “Use valid fitness and wellness information to effectively educate clients and the community”.

**Basic Rubric – assign each co-op student a level number for this outcome**

- Level 1 – Limited demonstration or application of knowledge/skills (little or not at all)
- Level 2 – Basic demonstration or application of knowledge/skills (inconsistently shows)
- Level 3 – Demonstrates comprehension and applies knowledge/skill (consistent but not at a high level)
- Level 4 – Demonstrates thorough, effective, sophisticated application of knowledge/skills (consistent and high level)

Student	Level
A	4
B	3
C	3
D	4
F	3
G	3
H	3
I	3
J	4
K	4
L	4
M	3
N	4
O	3
P	4
Q	3
R	2
S	3
T	3
U	4
V	3
W	4
X	3
Y	4
Z	
AA	
BB	
CC	
DD	
EE	
FF	
GG	
HH	

Total n= 25      Average score = 3.24